

## **GROWING, MOVING AND BEING HEALTHY RESOURCES <sup>1</sup>**

### **EVIDENCE SOURCES**

#### **Caring for Our Children: National Health and Safety Performance Standards, Guidelines for Out-of-Home Child Care Programs, 2<sup>nd</sup> Edition <http://cfoc.nrckids.org/> (0-9)**

*This publication presents guidelines and standards on health and safety for early child care and education programs. Topics covered include staffing, health promotion and protection, nutrition and food services, facilities and environmental health, play areas, children with special needs, licensing, and administration.*

#### **Developmental Delay as an Eligibility Category (0-8)**

<https://tinyurl.com/ydgzq2jy>

*The Division for Early Childhood's concept paper addresses policies and practices for using developmental delay as a category of eligibility for young children.*

#### **Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth through Age 8**

<http://www.naeyc.org/positionstatements/dap> (0-8)

*NAEYC's 2009 position statement outlines practice that promotes young children's optimal learning and development. Three components – developmentally appropriate, culturally/linguistically appropriate, and individually appropriate practice – are addressed to support opportunities for each child to achieve his or her full potential.*

#### **The Early Achievement and Development Gap (0-9)**

[https://aspe.hhs.gov/sites/default/files/pdf/180276/rb\\_AchievementGap.pdf](https://aspe.hhs.gov/sites/default/files/pdf/180276/rb_AchievementGap.pdf)

*The large gap in achievement and development between children growing up in poor and low-income families and their peers in more advantaged situations continues to be a concern to parents, the public, and policymakers. This 2014 brief describes research on the achievement and development gap and what we know about how to narrow the gap.*

#### **The Foundations of Lifelong Health are Built in Early Childhood (0-9)**

[http://developingchild.harvard.edu/index.php/resources/reports\\_and\\_working\\_papers/foundations-of-lifelong-health/](http://developingchild.harvard.edu/index.php/resources/reports_and_working_papers/foundations-of-lifelong-health/)

*This publication presents some essential findings based on research in neuroscience, molecular biology and genomics. The authors explain the significance of these findings for decision-makers across early childhood program and health promotion and prevention policy sectors and offer a new framework for viewing early childhood policy and practice.*

---

<sup>1</sup> This collection was compiled and annotated by [Camille Catlett](#) for the Vermont Agency of Education and funded by the Vermont Race to the Top Early Learning Challenge Grant. It is current as of September 2017. **Highlighted resources are available in English and Spanish.**

### **Highlighting the Positive Development of Minority Children (0-9)**

[http://www.srcd.org/sites/default/files/documents/washington/spr\\_brief\\_minority\\_children\\_2013\\_10\\_11.pdf](http://www.srcd.org/sites/default/files/documents/washington/spr_brief_minority_children_2013_10_11.pdf)

*This two-page overview synthesizes points made in a full issue of the Social Policy Report on the development of minority children ([http://www.srcd.org/sites/default/files/documents/washington/spr\\_272\\_final.pdf](http://www.srcd.org/sites/default/files/documents/washington/spr_272_final.pdf)). The overview reminds us that many past efforts to describe the development of minority children have focused only on the most disadvantaged and on problems and challenges, reinforcing negative stereotypes and disregarding evidence on positive development.*

### **How We Play- Cultural Determinants of Physical Activity in Young Children (0-5)**

<http://www.playscotland.org/wp-content/uploads/assets/HowWePlayLitReview.pdf>

*This literature review synthesizes the research on various socio-cultural influences on physical activity in young children at home and at school. Implications for research and policy are discussed. A summary of studies and their measurement and findings are presented as well.*

### **Physical Activity, Self-Regulation, and Early Academic Achievement in Preschool Children (3-5)**

<http://www.tandfonline.com/doi/full/10.1080/10409289.2013.780505#tabModule>

*This study investigated whether active play during recess was associated with self-regulation and academic achievement in a prekindergarten sample. Results indicated that higher active play was associated with better self-regulation, which in turn was associated with higher scores on early reading and math assessments.*

### **Policies to Promote Child Health (0-9)**

[http://www.futureofchildren.org/sites/futureofchildren/files/media/policies\\_to\\_promote\\_child\\_health\\_25\\_full\\_journal.pdf](http://www.futureofchildren.org/sites/futureofchildren/files/media/policies_to_promote_child_health_25_full_journal.pdf)

*This May 2015 issue of the Future of Children reviews the strongest evidence to date on how best to promote child health and discusses what interventions and strategies work best at various stages of children's development. It includes articles specific to promoting child health in the early childhood years and the importance of family-centered programs and policies*

### **Prevention of Child Abuse in Early Childhood Programs and the Responsibilities of Early Childhood Professionals to Prevent Child Abuse (0-8)**

*This NAEYC position statement presents recommendations to prevent child abuse in early childhood programs. The paper elaborates on the role of the early childhood programs and policies related to staff screening, recruitment, retention, and promotion of partnerships with families.*

### **Promoting the Health, Safety & Well-Being of Young Children with Disabilities & Developmental Delays (0-8)**

<https://tinyurl.com/ybq27mtu>

*This 2013 position statement from the Division for Early Childhood elaborates on six recommendations for promoting the health, safety and well-being of young children with disabilities and developmental delays.*

### **Race for Results: Building a Path to Opportunity for All Children (0-9)**

<http://www.aecf.org/m/resourcedoc/AECF-RaceforResults-2014.pdf>

*This policy report explores the intersection of kids, race and opportunity. The report features the new Race for Results Index, which compares how children are progressing on key milestones across racial and ethnic groups at the national and state levels. The index is based on 12 indicators that measure a child's success in each stage of life, from birth to adulthood. The indicators were chosen based on the goal that all children should grow up in economically successful families, live in supportive communities and meet developmental, health and educational milestones.*

**Young Children Develop in an Environment of Relationships: Working Paper No. 1 (0-9)**

<http://developingchild.harvard.edu/wp-content/uploads/2004/04/Young-Children-Develop-in-an-Environment-of-Relationships.pdf>

*This 2009 paper from the Center on the Developing Child at Harvard University provides a thoroughly documented overview of the many ways in which healthy development depends on the quality and reliability of a young child's relationships with the important people in his or her life, both within and outside the family.*

**The Youngest Americans: A Statistical Portrait of Infants and Toddlers in the US (0-3)**

<http://www.childtrends.org/wp-content/uploads/2013/11/MCCORMICK-FINAL.pdf>

*America's youngest children are the leading edge of a demographic transformation in the U.S. They herald a nation more diverse with respect to race/ethnicity, country of origin, language, and family type than at any time in our recent history. This report highlights what this transformation means in terms of development and expectations.*

**Safety of Vaccines Used for Routine Immunization of US Children: A Systematic Review (0-9)**

<http://pediatrics.aappublications.org/content/early/2014/06/26/peds.2014-1079.abstract>

*This study shares results from a systematic review of the literature on the safety of routine vaccines recommended for children in the United States. The new analysis showed that the hepatitis B vaccine does not appear to cause adverse effects. The research also again found no link between the MMR vaccine and autism. Furthermore, the polio vaccine was not associated with creating food allergies, as has been claimed, and absolutely no vaccine was linked with causing leukemia or death.*

**Systemic Review of the Relationships between Physical Activity and Health Indicators in the Early Years (0-5)**

<http://bmcpublichealth.biomedcentral.com/articles/10.1186/s12889-017-4860-0>

*The Journal of BMC Public Health recently released a systematic review of the literature examining the relationships between physical activity and health indicators in the early years (0-4 years) including 96 studies from 36 countries. Authors conclude that specific types of physical activity, total physical activity, and physical activity of at least moderate-to-vigorous-intensity is positively associated with multiple health indicators consistently across studies.*

**Too Hungry to Learn: Food Insecurity and School Readiness (0-9)**

<http://www.childrenshealthwatch.org/publication/too-hungry-to-learn/>

*These research briefs by Children's HealthWatch present findings on the harmful impact of food insecurity on health, development, and academic and economic success of young children. They underscore the long term implications of early food insecurity on the US workforce as well as the cost implications for taxpayers.*

**The Young Child Risk Calculator <http://www.nccp.org/tools/risk/> (0-9)**

*This interactive tool shows users how many children under age nine in each state are experiencing serious risks to their development. The tool allows users to select from five age groups: 0-3, 3-5, 6-8, 0-6, and 0-9, as well as three economic and seven other risk factors known to affect children's development. Information about the size and characteristics of a state's population of young, at-risk children can inform policy decisions about investments in new or expanded supports.*

### **Year-Round Outdoor Play Can Boost Kids' Performance in School (4-7)**

[https://www.childtrends.org/year-round-outdoor-play-can-boost-kids-performance-school/?utm\\_source=Year-round+outdoor+play+can+boost+kids%27+performance+in+school&utm\\_campaign=e-news+6%2F23%2F17&utm\\_medium=email](https://www.childtrends.org/year-round-outdoor-play-can-boost-kids-performance-school/?utm_source=Year-round+outdoor+play+can+boost+kids%27+performance+in+school&utm_campaign=e-news+6%2F23%2F17&utm_medium=email)

A recent *study from Norway* looked at the associations between time spent outdoors during child care and executive functioning. Among children ages 4 through 7, those who spent more time outside during child care performed better on an executive function assessment and showed fewer inattention-hyperactivity symptoms. Further, this web article points to *numerous studies*<sup>[1]</sup> that have found that playful engagement with nature in kids under age 12 was linked with improved mental health and emotional regulation.

## **PRINT SOURCES**

---

### **Being Black is Not A Risk Factor (0-9)**

[http://www.nbcdi.org/sites/default/files/resource-files/Being%20Black%20Is%20Not%20a%20Risk%20Factor\\_0.pdf](http://www.nbcdi.org/sites/default/files/resource-files/Being%20Black%20Is%20Not%20a%20Risk%20Factor_0.pdf)

The National Black Child Development Institute's 2013 publication takes a strengths-based look at the state of the black child in the United States. Each chapter examines a different topic and highlights both the assets of and the challenges faced by black children and their families.

### **The Effect of Poverty on Child Development and Educational Outcomes (0-9)**

[http://digitalcommons.calpoly.edu/cgi/viewcontent.cgi?article=1002&context=psyed\\_fac](http://digitalcommons.calpoly.edu/cgi/viewcontent.cgi?article=1002&context=psyed_fac)

This paper examines: 1) the concepts of poverty and child development; 2) mechanisms through which poverty affects child development and educational outcomes, including family functioning and community processes; 3) programs and policies that have alleviated the negative effects of poverty on children's development and have promoted child development and education; and 4) recommendations to reduce the negative consequences of poverty and promote universal education.

### **Enhancing and Practicing Executive Function Skills with Children from Infancy to Adolescence (0-9)**

[http://developingchild.harvard.edu/resources/tools\\_and\\_guides/enhancing\\_and\\_practicing\\_executive\\_function\\_skills\\_with\\_children/](http://developingchild.harvard.edu/resources/tools_and_guides/enhancing_and_practicing_executive_function_skills_with_children/)

Executive function and self-regulation skills provide critical supports for learning and development, and while we aren't born with these skills, we are born with the potential to develop them through interactions and practice. This 16-page guide describes a variety of activities and games that represent age-appropriate ways for adults to support and strengthen various components of executive function and self-regulation in children. Each chapter of this guide contains activities suitable for a different age group, from infants to teenagers.

### **Fine Motor Skills: A Key to Academic Success (5-9)**

<https://www.learningcaregroup.com/news/fine-motor-skills-a-key-to-academic-success/>

So, what's the big deal about fine motor development? Well, recent research suggests that fine motor development at school entry is extremely important as it is highly predictive of children's academic success in reading and mathematics at the end of elementary school. Read all about it!

### **The Foundations for School Readiness: Fostering Developmental Competence in the Earliest Years (0-5)** [http://eclkc.ohs.acf.hhs.gov/hslc/hs/resources/ECLKC\\_Bookstore/PDFs/TA6%5B1%5D.pdf](http://eclkc.ohs.acf.hhs.gov/hslc/hs/resources/ECLKC_Bookstore/PDFs/TA6%5B1%5D.pdf)

Research demonstrates the critical role early relationships play in fostering young children's social and emotional development and shaping their cognition. This paper offers insights on how to help children develop characteristics that are now proven to be predictors of later success in school, including confidence, curiosity, intentionality, self-control, relatedness, and the capacity to communicate and cooperate.

### **Help Your Child Build Fine Motor Skills (4-5)**

<https://families.naeyc.org/learning-and-development/child-development/help-your-child-build-fine-motor-skills>

*This article offers useful and practical ideas for how families can build fine motor strength and coordination through participation in every day routines like setting the table.*

### **Improving Fine Motor Skills with Occupational Therapy (4-5)**

<https://pathways.org/print/video-handouts/>

*When Sylvie was 4 years old her teacher noticed she was having difficulty with activities such as drawing, cutting objects and writing her name. Sylvie's pediatrician sent her for an occupational therapy evaluation which revealed Sylvie's difficulties with fine motor activities due to decreased coordination, endurance, and muscle tone. This video and fact sheet, available in Spanish and English, highlight how occupational therapy can result in significant improvement with fine motor skill activities for children with different fine motor abilities.*

### **The Motor-Cognitive Connection: Early Fine Motor Skills as an Indicator of Future Success (0-9)**

<http://www.scilearn.com/blog/early-fine-motor-skills-cognitive-skills.php>

*This blog post presents an argument for the importance of the motor-cognitive connection in the brain. It suggests that motor skills can predict future achievement and recommends that integrating motor and cognitive skill building may produce more effective interventions.*

### **Moving Bodies, Building Minds: Foster Preschoolers' Critical Thinking and Problem Solving Through Movement (3-5)**

[https://www.naeyc.org/files/yc/file/201109/Moving%20Bodies\\_Russo\\_Marigliano\\_Online\\_0911.pdf](https://www.naeyc.org/files/yc/file/201109/Moving%20Bodies_Russo_Marigliano_Online_0911.pdf)

*This article explains how critical thinking and problem-solving skills can be developed in preschoolers through movement. It also offers strategies for executing these movement activities and considerations for children with special needs and connecting with families. Self-study questions, discussion prompts and action steps for using this article in professional development are at <https://www.naeyc.org/files/yc/file/201109/NEXT%20YC0911.pdf>*

### **Observation: The Heart of Individualizing Responsive Care (EHS TA Paper No. 15) (0-3)**

<https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/ehs-ta-paper-15-observation.pdf>

*This paper explains the importance of using observations to support infant and toddler care and build relationships with the child and family. Suggestions on how to conduct observations, what to observe and how to use observations are offered.*

### **Practical Strategies for Developing Fine Motor Skills (0-5)**

<http://connectability.ca/2011/03/21/practical-strategies-for-developing-fine-motor-skills/>

*This article has lots of great ideas for integrating fine motor development and fun into every day learning opportunities. Don't miss the fine motor development activity web at the end of the article.*

### **Rocking and Rolling: Learning to Move (0-2)**

<https://www.naeyc.org/resources/pubs/yc/nov2016/learning-to-move>

*This article highlights new discoveries about how and why infants and toddlers develop motor skills and offers ideas for how to support that development.*

### **Raising Young Children in a New Country: Supporting Early Learning and Healthy Development Handbook and Tip Sheets (0-9)**

<https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/fcp/docs/raising-young-children-in-a-new-country-bryc5.pdf>

*This handbook provides families with information on six themes: family well-being; health and safety; healthy brain development; early learning and school readiness; guidance and discipline; and family engagement in early care and*



education. Tip sheets correspond to the themes in the Handbook. They include conversation starters, cultural considerations, and additional resources for each theme. Programs serving refugee families, newly arrived immigrant families, and others may use this resource with parents to help ease their transition to a new country. Available in English, Arabic, and Spanish.

### **School Readiness for Infants and Toddlers? (0-3)**

<http://www.naeyc.org/yc/article/school-readiness-for-infants-and-toddlers>

Sandy Petersen's interactive article underscores the many developmentally appropriate ways in which preparation for success in school begins in infancy.

### **Theories of Child Development: Building Blocks of Developmentally Appropriate Practices (0-9)**

[http://www.earlychildhoodnews.com/earlychildhood/article\\_view.aspx?ArticleID=411](http://www.earlychildhoodnews.com/earlychildhood/article_view.aspx?ArticleID=411)

Swim's compact article provides an overview of the developmental theories in relation to developmentally appropriate practices and discusses how the use of each theory influences one's practices. It highlights the importance of an educator's understanding of child development in order to make appropriate educational decisions.

### **Using Toys to Support Infant-Toddler Learning and Development (0-3)**

<http://educate.bankstreet.edu/cgi/viewcontent.cgi?article=1006&context=faculty-staff>

This document briefly describes how teachers can use principles of child development and play to select toys and activities that support the development and learning of infants and toddlers.

### **What is Happening to Fine Motor Development? (2-5)**

<http://www.communityplaythings.com/resources/articles/2016/fine-motor-skills>

This article is a call to action for educators and parents to use time-tested play materials — blocks, play dough, stringing beads, and crayons — to prepare children for success in preschool and beyond.

### **When the Bough Breaks: The Effects of Homelessness on Young Children (0-9)**

<http://www.childtrends.org/?publications=when-the-bough-breaks-the-effects-of-homelessness-on-young-children>

This article describes the negative impact of homelessness on young children and the importance of early childhood care and education for these children. It concludes with implications for policies and practices of early learning programs.

## **AUDIOVISUAL SOURCES**

### **Baby Milestones: Motor Development <https://www.youtube.com/watch?v=G5wWVNYLBVk> (0-2)**

Pediatrician Lisa Shulman shows the motor milestones expected in typically developing babies, from head control to walking and what pediatricians look for during a well-baby visit. She also explains the specific types of motor control a baby must master before the next milestone can be achieved.

### **BabyCenter (Videos on Pregnancy, Birth, Newborn, etc.) <http://www.babycenter.com/video> (0-9)**

This website contains video clips on various issues including pregnancy, labor and birth, as well as clips on development and care for babies to 'big kids.'

### **The Biology of Prenatal Development (Video Series)**

[http://www.ehd.org/resources/bpd\\_illustrated.php](http://www.ehd.org/resources/bpd_illustrated.php) (NA)

Useful for family members and professionals, this website contains a series of video chapters, produced in 2013, that discuss aspects of prenatal development from 0 weeks to birth. Subtitles and PDFs are available in English, Spanish and French.

### **Brain Development [http://main.zerotothree.org/site/PageServer?pagename=key\\_brain](http://main.zerotothree.org/site/PageServer?pagename=key_brain) (0-3)**

This ZERO TO THREE site offers a variety of audiovisual resources on the topic of early brain development.

### **Clips for Practicing Observation, Documentation and Assessment Skills (0-5)**

[http://www.cde.state.co.us/resultsmatter/RMVideoSeries\\_PracticingObservation](http://www.cde.state.co.us/resultsmatter/RMVideoSeries_PracticingObservation)

*From the Colorado Department of Education, this website contains over 100 clips of young children suitable for use in sharpening observation and documentation of aspects of growth and development. Clips are available to view or download.*

### **A Creative Adventure (3-5)**

<https://eclkc.ohs.acf.hhs.gov/video/creative-adventure> (English)

<https://eclkc.ohs.acf.hhs.gov/es/video/una-aventura-creativa> (Spanish)

*Art, music, and drama activities are important endeavors in a young child's development. This 13-minute streaming video encourages Head Start classroom staff, teachers, and parents to employ visual and performing arts techniques to support learning, as well as creative expression. Filmed in classrooms and home-based settings, the video demonstrates activities that allow children to use their imaginations and experience creative adventures.*

### **Diversity: Contrasting Perspectives (0-5)**

<http://www.learningseed.com/catalog/diversity-contrasting-perspectives>

*This video introduces diverse perspectives on various aspects of caregiving that impact health, safety and nutrition in the home and child care settings. It discusses cultural differences in caregiving practices ranging from feeding to toilet teaching.*

### **Early Recognition of Child Development Problems (0-5)**

<http://www.youtube.com/watch?v=KrUNBfyjIBk&noredirect=1>

*Prepared by the Centers for Disease Control and Prevention, this video clip discusses the importance of early recognition and detection of problems in child development.*

### **Family Style Meals in the Child Care Setting (0-5)**

[http://www.youtube.com/watch?v=nj\\_s89ydnBs&feature=player\\_embedded](http://www.youtube.com/watch?v=nj_s89ydnBs&feature=player_embedded)

*This video clip offers suggestions for providing family style meals in the child care setting and making adaptations according to age, ability, and cultural dimensions.*

### **Feeding Infants in Early Child Care Settings (0-3)**

<https://www.youtube.com/watch?v=aWMuxB3eAHw> (infants)

<https://www.youtube.com/watch?v=xD9eA3BS7Sk> (toddlers)

*This two-part module reflects content from the most recent version of Caring For Our Children. The slides and narrative focus on promoting breastfeeding, family style dining, and good nutrition for infants and toddlers in child care. Additional materials are available at <http://www.adph.org/healthystart/index.asp?id=6504>*

### **Hand Washing and Basic Health Considerations (0-5)**

*This video illustrates how child care providers can ensure that health and sanitation practices are carried out appropriately throughout the day and discusses specific health considerations for the quality assessment process in North Carolina.*

### **The Healthy Child: Assembly Required (0-9)**

<https://www.youtube.com/watch?v=fXf3CCyhLGU>

*Kate Gallagher's brilliant TED Talk discusses the assembly required in order to build physically, emotionally, cognitively, and socially healthy children.*

**Henry Gets Around (3-5)**

<http://www.cde.state.co.us/sites/default/files/video/resultsmatter/HenryGetsAround.mp4>

*This clip shows how a child with physical disabilities participates in all the activities inside and outside the classroom. He walks, runs, climbs and jumps while being supported by his ankle-foot orthosis and sometimes gets around by using a wheelchair.*

**How Childhood Trauma Affects Health Across a Lifetime (0-9)**

[http://www.ted.com/talks/nadine\\_burke\\_harris\\_how\\_childhood\\_trauma\\_affects\\_health\\_across\\_a\\_lifetime](http://www.ted.com/talks/nadine_burke_harris_how_childhood_trauma_affects_health_across_a_lifetime)

*Pediatrician Nadine Burke Harris explains in this TED Talk that the repeated stress of abuse, neglect and parents struggling with mental health or substance abuse issues has real, tangible effects on the development of the brain.*

**In Brief: Executive Function: Skills for Life and Learning (0-9)**

[http://developingchild.harvard.edu/resources/multimedia/videos/inbrief\\_series/inbrief\\_executive\\_function/](http://developingchild.harvard.edu/resources/multimedia/videos/inbrief_series/inbrief_executive_function/)

*This webpage contains a video clip explaining the development of executive functioning and self-regulation in young children as well as its implications for policy. A PDF of this brief is included as well as links to related resources.*

**In Brief: The Science of Early Childhood Development (0-9)**

[http://developingchild.harvard.edu/resources/multimedia/videos/inbrief\\_series/inbrief\\_science\\_of\\_early\\_childhood\\_development/](http://developingchild.harvard.edu/resources/multimedia/videos/inbrief_series/inbrief_science_of_early_childhood_development/)

*Based on neuroscience and behavioral research, this short video clip presents basic principles of early childhood development and discusses outcomes in adulthood as well as implications for policy. A PDF version of the brief is included.*

**In Brief: The Science of Neglect: The Persistent Absence of Responsive Care Disrupts the Developing Brain**

**(0-9)** [http://developingchild.harvard.edu/resources/multimedia/videos/inbrief\\_series/inbrief\\_neglect/](http://developingchild.harvard.edu/resources/multimedia/videos/inbrief_series/inbrief_neglect/)

*This video explains why significant deprivation is so harmful in the earliest years of life and why effective interventions are likely to pay significant dividends in better long-term outcomes in learning, health, and parenting of the next generation.*

**Infant Nutrition in the Child Care Setting (0-3)** <http://www.youtube.com/watch?v=55P4L3JlrJo>

*This video clip offers suggestions on infant nutrition in positive feeding environments in child care settings that align with that of the home environment and that are appropriate to their development.*

**Infant-Toddler Development, Screening and Assessment (0-3)**

<http://www.zerotothree.org/public-policy/state-community-policy/nitcci/multidisciplinary-consultant-module-2.pdf>

*This module contains an overview of infant/toddler development and caregiver involvement, describes the observation, screening and ongoing assessment process, and discusses the red flags and referrals. Each section is accompanied by worksheets or activities.*

**Intervention IDEAs for Children Impacted by Opioids (0-9)**

<https://www.osepideasthatwork.org/sites/default/files/IDEAsIssBrief-Opioids-508.pdf>

*Every 25 minutes, an infant is born suffering from opioid withdrawal. This December 2016 topical brief discusses the environmental risk factors that contribute to the rising epidemic of opioid exposure to children. The brief also describes symptoms of exposure and provides an exhaustive list of interventions and resources for families, early childhood professionals, and children.*



### **Little Kids, Big Questions (0-3)**

<http://www.zerotothree.org/about-us/funded-projects/parenting-resources/podcast/>

*This series of 12 podcasts discusses issues that parents of infants and toddlers typically face. In each podcast, an expert explains how to apply research to practice in parents' interactions with their young child. Podcasts and transcripts are available in English and Spanish. Links to additional resources are also available for each podcast.*

### **Making Health Easier: Healthy Changes Start in Preschool (3-5)**

<https://www.youtube.com/watch?v=JhoTY0FrG3c>

*This video shows how a preschool teacher, Claudia Mendoza, makes a difference on child obesity in her classroom by teaching her young students about healthy food and physical activity. Additional resources are provided on the web page.*

### **Pathways Awareness Foundation Motor Development Videos (0-6)**

<https://www.youtube.com/user/PathwaysAwareness/videos>

*If you're looking for excellent video footage that shows what development looks like for children who are typically developing and those who aren't, these are a great instructional resource. Print information accompanies each video and all are available in English and Spanish.*

### **Physical Activity in the Child Care Setting <http://www.youtube.com/watch?v=F-mcKvLKNTk> (0-5)**

*This video clip discusses the importance of physical activity for young children and offers suggestions on implementing activities in childcare settings. It also includes considerations for children with disabilities.*

### **Play & Motor Development: A Multicultural Perspective**

<http://www.youtube.com/watch?v=ly6AxV1TVe8> (0-2)

*This video shows infant play activities and the motor development of young children in Somali and Sudanese families.*

### **Promoting Physical Activity for Infants and Toddlers in Early Childhood (0-3)**

[https://www.youtube.com/watch?v=qEkm\\_cSDdek](https://www.youtube.com/watch?v=qEkm_cSDdek) (infants)

<https://www.youtube.com/watch?v=HTZfjxb7F7g> (toddlers)

*This two-part video module reflects content from the most recent version of Caring For Our Children. The slides and narrative take a developmental approach to promoting physical activity and optimal physical development for infants (part 1) and toddlers (part 2) in child care. A Training Kit of additional materials (pre/post-test, training guide, resources, handouts) is available at <http://www.adph.org/healthystart/index.asp?id=6548>*

### **Safe Sleep for Your Baby <http://www.youtube.com/watch?v=29sLucYtypA> (0-2)**

*This 2012 video from the National Institute of Child Health and Development offers suggestions and advice on creating a safe sleep environment and reducing risk of SIDS, and other sleep-related causes of infant death.*

### **Sensory Integration <https://pathways.org/print/video-handouts/> (0-6)**

*See how physical, speech, and occupational therapy helped Ryder to fast gains in speed, balance, endurance, coordination, and motor planning in this video and handouts.*

### **Teach Children Music - Skipping a Beat & Developing Gross Motor Skills (3-5)**

<https://www.youtube.com/watch?v=9QxM9iarlTQ>

*This clip show children learning to distinguish beat and rhythm, and to skip a beat, capabilities that will help with the development of their language, literacy, and gross motor skills.*

### Three Core Concepts in Early Development

<http://developingchild.harvard.edu/resources/multimedia/videos/> (0-9)

*This brief video underscores how experiences build brain architecture, how serve and return interactions shape brain circuitry, and how toxic stress derails health development.*

### Tummy Time for Baby (0-2)

[https://www.youtube.com/watch?v=A49xH\\_9x5ts&list=PL\\_cZR66Kfa2inexg9H8Xmh9CaKYJ1CNUk&index=6](https://www.youtube.com/watch?v=A49xH_9x5ts&list=PL_cZR66Kfa2inexg9H8Xmh9CaKYJ1CNUk&index=6)

*Strategies and reasons for supporting enjoyable tummy time for infants are highlighted in this video.*

## ONLINE SOURCES

---

### 12 Principles of Child Development and Learning That Inform Practice (0-8)

<http://www.naeyc.org/dap/12-principles-of-child-development>

*This site outlines the 12 principles of child development and learning in Developmentally Appropriate Practice from NAEYC.*

### Birth to 5: Watch Me Thrive! <https://www.acf.hhs.gov/ecd/child-health-development/watch-me-thrive> (0-5)

*This initiative is a coordinated federal effort to encourage healthy child development, universal developmental and behavioral screening for children, and support for the families and providers who care for them. The website consolidates free, publicly available materials from a wide array of Federal agencies and non-Federal partners, while offering new resources (including a compendium of research-based developmental screening tools) appropriate for use with children under the age of 5 across a wide range of settings.*

### Brain Development [http://main.zerotothree.org/site/PageServer?pagename=key\\_brain](http://main.zerotothree.org/site/PageServer?pagename=key_brain) (0-3)

*This website from ZERO TO THREE provides a variety of resources on brain development with topics such as nurturing healthy development and fostering skills for success in school.*

### Child Development <http://www.cdc.gov/ncbddd/childdevelopment/index.html> (1-9)

*This website contains various resources on child development such as information on developmental milestones and screening, parenting tips, research findings, data and statistics. Free materials and multimedia resources are also available.*

### Child Development <http://www.pbs.org/parents/child-development/> (1-9)

*This website from PBS Parents provides a child development tracker that presents the stages of growth in various domains of children from age 1 to 9. These domains include approaches to learning, creative arts, language, literacy, mathematics, physical health, science, and social and emotional growth.*

### Child Development Fact Sheets (0-8)

<http://www.apa.org/act/resources/fact-sheets/>

*This website provides useful factsheets for families and other caregivers regarding the signs of development and ways to support various stages of development from birth to eight years.*

### Connections Between Movement and Learning (3-9)

<http://ww2.kqed.org/mindshift/2015/03/26/why-kids-need-to-move-touch-and-experience-to-learn/>

*When children use their bodies in the learning process, it can have a big effect, even if it seems silly or unconnected to the learning goal at hand. For example, this resource shares how researchers have found that when students use their bodies while doing mathematical storytelling, it changes the way they think about math.*

### **Get Active: Be Healthy Afterschool Toolkit (3-9)**

<https://afterschoolalliance.org/documents/QuakerGetActiveToolKit.pdf>

*This guide provides creative, easy-to-implement ideas for incorporating health and wellness into afterschool programs, including lesson plans, activities and games.*

### **Good Food, Great Kids Case Studies (0-6)**

<https://www.pfcsocialimpact.org/focus-on-food>

*Good nutrition and good educational outcomes for young children are inextricably linked. Yet, there is little consistency in terms of the quality of the food that is offered in early care settings. These six case studies provide examples of how communities are bringing farm fresh food to children's growing minds and bodies. Learn from them, and discuss them with others to inspire new and creative approaches. A companion policy research report is available at [http://media.wix.com/ugd/968e52\\_42ac5c9fa50f43e4ac0523988b11ffc9.pdf](http://media.wix.com/ugd/968e52_42ac5c9fa50f43e4ac0523988b11ffc9.pdf)*

### **In Brief: The Impact of Early Adversity on Children's Development (0-9)**

[http://developingchild.harvard.edu/index.php/resources/multimedia/videos/inbrief\\_series/inbrief\\_impact\\_of\\_adversity/](http://developingchild.harvard.edu/index.php/resources/multimedia/videos/inbrief_series/inbrief_impact_of_adversity/)

*This webpage contains a video clip explaining the impact of stress and adversity on the development of the brain and the body's stress response system. A PDF version of the brief is included.*

### **Learn the Signs. Act Early. <http://www.cdc.gov/ncbddd/actearly/> (0-5)**

*The website from the Centers for Disease Control offers a variety of resources on development.*

### **Safe-Sleeping Guide for Parents and Childcare Providers (0-2)**

<https://www.tuck.com/safe-sleeping/>

*Creating a safe infant sleep environment is important for promoting healthy infant development, reducing the risk of Sudden Infant Death Syndrome (SIDS), and ensuring quality sleep for both family members and the infant. This July 2017 resource provides an overview of SIDS, reviews the greatest risk factors, and shares guidelines on creating a safe room-sharing or co-sleeping environment that best protects against SIDS.*

### **Vision Resources (0-9)**

<http://nationalcenter.preventblindness.org/resources-2>

*This site has a variety of resources to download for families and professionals related to vision development, screening, problems, and more. Resources are also available in Spanish.*

### **Watch Me! Celebrating Milestones and Sharing Concerns (0-5)**

<https://www.cdc.gov/ncbddd/watchmetraining/index.html>

*This free, online training is designed to prepare early childhood providers with tools and best practices for monitoring the development of children and talking about it with their families.*

### **What Is Big Body Play and Why Is It Important? (0-8)**

<http://families.naeyc.org/learning-and-development/child-development/what-big-body-play-and-why-it-important>

*Here's a great short article on big, boisterous play, why it's important, and why it can make adults anxious.*

### **The Whole Child Development Guide: Early School Years (4-8)**

<http://cache.lego.com/upload/contentTemplating/ParentsChildDevelopment/otherfiles/2057/uploadDF1454F4-DED5-4B71-AAF2-05557D80CA04.pdf>

*This document begins with an overview of the physical and cognitive development of young children aged 4 to 8 years in connection to the various developmental theories, and how their development can be supported. This is followed by more in-depth descriptions by age.*

**[Women and Children's Health Network Web Pages on Child Development \(0-9\)](http://www.cyh.com/HealthTopics/HealthTopicDetails.aspx?p=114&np=122&id=1963)**  
**<http://www.cyh.com/HealthTopics/HealthTopicDetails.aspx?p=114&np=122&id=1963>**

*The Woman and Children's Health Network provides information categorized according to the various stages of child development from birth through adolescence. Within each category, milestones of specific domains of development are presented as well as useful suggestions and advice for parents.*

**[Yoga 4 Classrooms \(Y4C\) http://www.yoga4classrooms.com/school-services \(5-9\)](http://www.yoga4classrooms.com/school-services)**

*Y4C is a school program, grounded in mind-body practices, and addressing the whole child by fostering students' physical and psychological well-being. The Y4C website features research on benefits of using mindfulness and yoga to support growing, moving and being healthy for young children.*

**[The Young Child Risk Calculator http://www.nccp.org/tools/risk/ \(0-9\)](http://www.nccp.org/tools/risk/)**

*The Young Child Risk Calculator is an interactive online tool that can provide information on how many children under age nine in each state are experiencing serious risks to their development. It can be used to inform policy decisions about investments in new or expanded supports that help reduce risks and improve life outcomes for these young children. The tool is a product of the Improving the Odds Project for Young Children Project at the National Center for Children in Poverty.*

**[ZERO TO THREE Behavior and Development\\_ http://www.zerotothree.org/child-development/ \(0-3\)](http://www.zerotothree.org/child-development/)**

*This webpage contains a list of links to key early childhood behavior and development topics which contain various resources such as podcasts, tips, FAQs, articles and handouts.*